**Building Literacy:**

**Interpretive, Presentational and Interpersonal Strategies**

**WAFLT Pre-Conference Workshop**

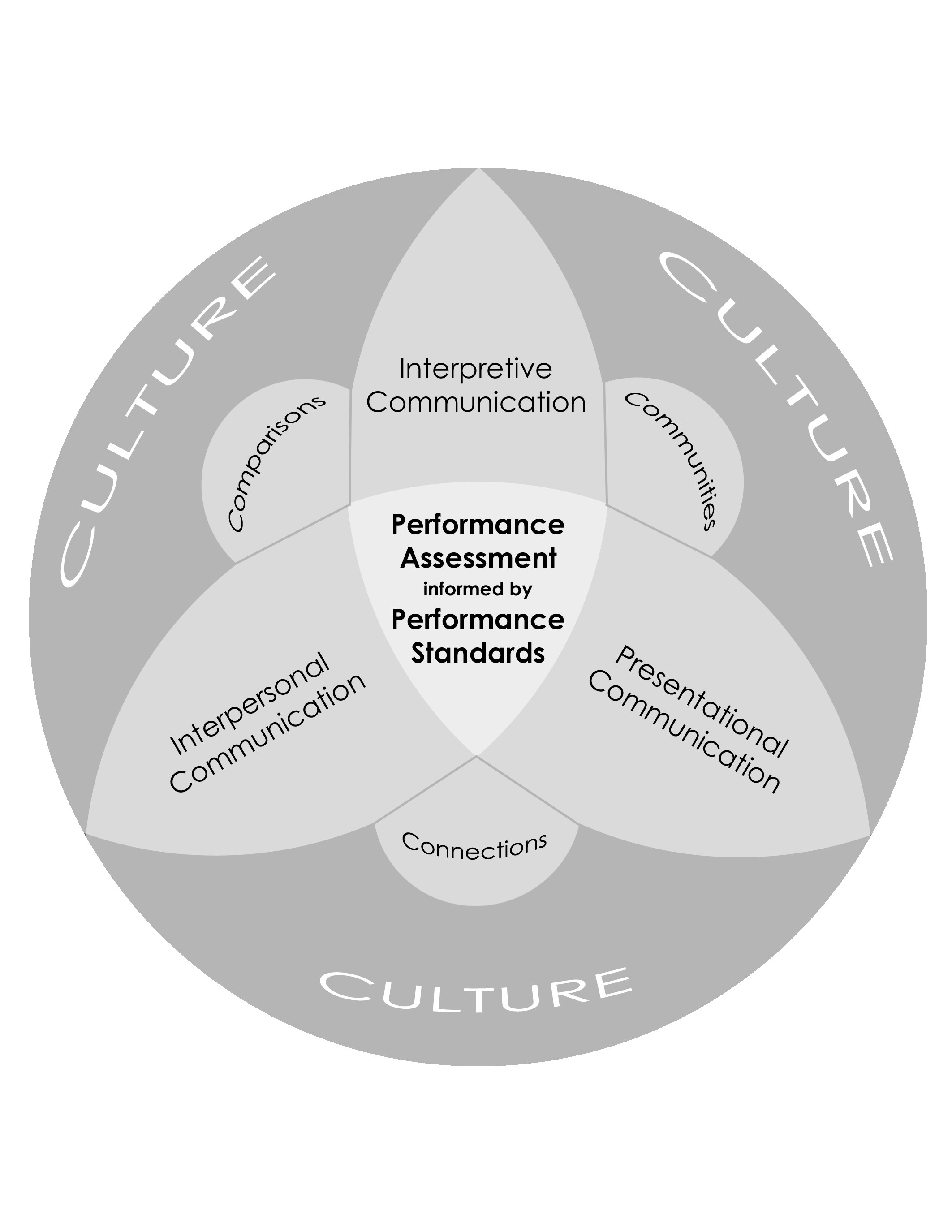
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***Planning Curriculum for Learning World Languages***

**Wisconsin Dept. of Public Instruction (2002)**

**Interpretive Mode of Communication ‘**

**Select some of the following real-life interpretive tasks.**

**How do you “authentically” react and demonstrate what you understood?**

1. Read the newspaper
2. Look for information on a website
3. Listen to a radio traffic report
4. View a PowerPoint presentation
5. Hear someone telling a story
6. Watch a movie or TV program

**How much language learners will understand at each level:**

**Novice level: Literal Comprehension**

* Gist (general story line or “point”)
* Key points of story; most basic points of “argument”

**Intermediate level:**

* Some supporting details or components of the main idea
* Some idiomatic expressions

**Pre-Advanced level: Interpretive Comprehension**

More subtle elements such as:

* + Author’s and cultural perspectives
  + Organizing principle
  + Inferences

**Key Considerations for Teaching and Assessing the Interpretive Mode**

* Decide what students should know after reading the text.

Determine what is essential.

* Determine what students should be able to do with the information once they have finished the text.
* Anticipate what might cause students difficulty. Consider elements such as:
* background/cultural knowledge
* vocabulary
* organization of the text
* Model how they should hold their thinking while reading or listening to the text.

(Laura Terrill, ACTFL Webinar, 2011

Based on *Do I Really Have to Teach Reading?* Chris Tovani)

**Practicing Literacy: Sample Interpretive Assessments**

1. After examining a website, identify correct information given “Either-Or” choices

|  |  |  |
| --- | --- | --- |
| **Want to Know** | **Either** | **Or** |
| 1. Where the family is going to visit 2. How many people in the family 3. Activities they like to do 4. Food they like to eat | \_\_ in the country  \_\_ 3  \_\_ outdoor sports  \_\_ vegetarian | \_\_ in a city  \_\_ 4  \_\_ travel to other cities  \_\_ foreign foods |

2. Check off information that is actually found in article (practice skimming and scanning)

|  |  |  |
| --- | --- | --- |
| **Possible Content (Predicted)** | **Found in article?** | **What is the information?** |
| 1. Museums to visit 2. Parks to visit 3. Paths for biking through nature 4. Restaurants in the area 5. Things to avoid 6. How to find out more information | 1.  2.  3.  4.  5.  6. | 1.  2.  3.  4.  5.  6. |

3.. Fill in graphic organizer to identify key details (From: Laura Terrill, ACTFL Webinar, 2011)

|  |  |  |
| --- | --- | --- |
| **Proof For** |  | **Proof Against** |
|  | Juan Ponce de Leon was born in Puerto Rico. |  |
|  | Puerto Rico was the name of the island when Columbus arrived. |  |
|  | Juan Ponce de Leon was very talented. |  |

4. Word splash: given key words, create summary of article

|  |
| --- |
| Long summers hiking trails  high cost of admission  young people biking  shopping malls family time  reduced amount of vacation time  amusement parks no jobs |

**STRATEGIES LEARNERS WILL USE:**

1. Rely on visuals and familiarity of content or form
2. Focus on key words and phrases
3. Benefit from redundancy, paraphrasing, restatement
4. Anticipate (predict) and then verify meaning understood; relying less and less on background knowledge
5. Use structural clues
6. Use organization of the text
7. Use contextual clues
8. Try out inferences (logical conclusions)

**Presentational Mode of Communication ‘**

**Practicing Literacy: Developing Presentational Communication**

1. Finish the sentence: reasons to do each of various activities on trip
   1. You should visit the \_\_\_\_ museum because …
   2. You should eat at the \_\_\_ restaurant in order to …
   3. You should go to \_\_\_ to see …
   4. You should climb \_\_\_ because …
   5. You should travel to \_\_\_ for …
   6. You should shop at \_\_\_ so that …

2. Provide building blocks – Expanding description and narration

(From Laura Terrill, ACTFL Webinar)

Rosita made tortillas \_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

where? with whom?

\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_.

when? at what time? why?

3. Write 5 sentences about summer….. (From Laura Terrill, ACTFL Webinar)

It’s summer. It’s hot. I love to swim. I like the beach. I like to play volleyball.

[ Revise by connecting the narration ]

When it’s sunny and hot in the summer I love to go to the beach so my friend and I can swim and play volleyball.

|  |  |
| --- | --- |
| **On Demand** | **Practiced, Polished, Edited, Rehearsed** |
| Sample Assessments | Sample Assessments |
| What Counts? | What Counts? |

**Interpersonal Mode of Communication ‘**

**What are the characteristics of effective Interpersonal Communication?**

What do you want to encourage with your task prompt?

What do you want to reward with your feedback?

**Practicing Literacy: Sample Interpersonal Activities**

1. Questions in an envelope (want to use the fewest out of the envelope; to practice asking follow-up questions)

2. Numbered Heads Together:

Students assemble into groups and number off. The teacher asks a question and tells the groups to put their heads together to discuss it (to make sure that “all can answer”). The teacher calls a number and selects a group. The student with that number in that group answers. The teacher asks the students of the same number from the other groups if they agree with the response or asks them to elaborate on the response.

3. Find two partners who are on the same side of a debate as you are; identify as many points for your position as you can; decide the order in which you will “make your case”

**Make suggestions to improve the evidence of the mode captured in the performance:**

* Is it true to the characteristics of the mode (the purpose behind the communication)?
* Is the task as real-world an application as possible (suggest ways to improve the authenticity)?
* Do students need to use communication strategies (or is it just evaluating use of vocabulary and grammar)?
* Are the tasks appropriate for the targeted proficiency level?

**Targeting the Proficiency Level: Interpersonal Performance Assessments**

|  |  |  |
| --- | --- | --- |
| **Novice** | **Intermediate Low/Mid** | **Intermediate High** |
| **Introductions**: Practice the first night at your host family’s home: introduce yourself, show your photos, and ask questions of each other’s family and home | **Presentation**: Plan and practice giving a tour of your school for the group of visiting students. What differences do you need to highlight? | **Debate**: Circulate in the room to find another who is taking your same side of the debate question; then pair up and seek a third partner |
| **Making Plans**: Organize the plan for a day in a new city, agreeing on what to do first, second and last | **Analysis**: Is it worth it to be famous? With your partner, identify as many advantages and disadvantages as you can | **Discussion**: How do you change stereotypes? With your partner, examine any ideas about the target culture that have changed during your study of their language; try to identify what caused a change |

**Feedback Tools**

**TALK Scores:** Shrum, J. L. & Glisan, E. W. (2005). Teacher’s Handbook:  ContextualizedLanguage Instruction (3rd ed.).Boston:  Heinle

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Target Language** | **Accurate** | **Listens** | **Kind** |
| Student A | + | + | + | + |
| Student B | √ | – | + | + |
| Student C | – | √ | – | + |

**Sample Checklists**

**Novice Level** – Interpersonal: For your trip, come to agreement on the day’s schedule.

|  |  |  |  |
| --- | --- | --- | --- |
| Performance Criteria: | I can do this on my own | I can do this with some help (from a student or the teacher) | I cannot do this |
| 1. I can use numbers |  |  |  |
| 1. I can use words for activities |  |  |  |
| 1. I can use words for locations |  |  |  |
| 1. I can use expressions to show that I agree or disagree with what my partner says |  |  |  |
| 1. I can ask some questions |  |  |  |
| 1. I can say how many times, how often, how frequently I do various things |  |  |  |
| 1. I can provide some description |  |  |  |

**Pre-Advanced Level** – Interpersonal: For your trip, decide how travel benefits your future.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Performance Criteria: | Achieves the target and more (Consistently) | Achieves the target (Frequently) | Achieves the target (Minimally) | Falls short of target |
| 1. Questions include a variety of topics and interests beyond school |  |  |  |  |
| 1. Questions lead to in-depth exploration of the topic, beyond mere facts; asks for elaboration |  |  |  |  |
| 1. Demonstrates careful listening: reactions and follow-up questions |  |  |  |  |

S**cored Discussion** (4 Person Conversation - Based on ideas from Greta Murray, Medford, WI)

|  |  |  |
| --- | --- | --- |
| **Move from:** | **1 – 3 – 5** | **Move to:** |
| Asks random questions |  | Follows up with logical questions |
| Only answers the question asked |  | Contributes additional information |
| Responds, but rarely initiates |  | Contributes personal insights to enhance discussion and draw in others |
| Comments are not relevant |  | Stays on topic |